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ABSTRACT

Discussed are findings of a task force on parent-teacher-child involvement in the education of handicapped children, and described is a prescriptive approach to parent programs that focuses on assessment, planning, intervention, and evaluation. It is explained that a 4-day workshop centered on 10 modules, including parent-child dynamics, cooperative teaching between home and school, and systematic training for effective parenting. Additional sections of the paper review implications for parents of P. L. 94-142, the Education For All Handicapped Children Act; parenting materials in five major content areas including child development, education, and individual differences; resources on parent-teacher-child involvement; and parent-child involvement in the development of individualized education programs. (CI)

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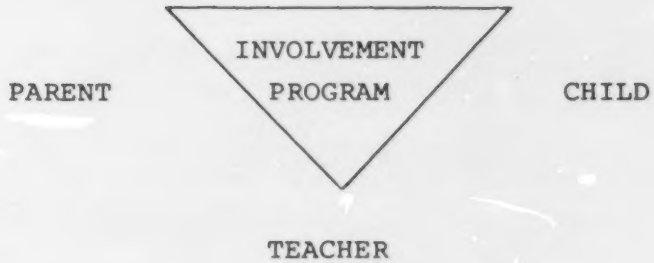
COUNCIL FOR EXCEPTIONAL CHILDREN

56th ANNUAL INTERNATIONAL CONVENTION



TITLE: Organizing Prescriptive Parent Programs

Parenting: Parent-Teacher-Child Involvement

Session TH 75

CHAIRPERSON: Dr. Robert D. Carpenter, Ph.D.
Executive Director

PRESENTORS: Brenda S. Fyfe, Consultant
Peg J. Purviance, Consultant
Betty J. Treat, Consultant

EC110378

AGENDA

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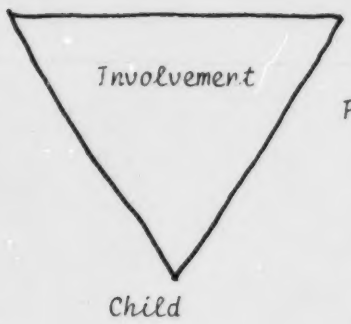

PARENTING: Parent-Teacher-Child Involvement

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Betty J. Treat, M.S.

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AND SO IT IS: "Mommy told me -- I told the Teacher -- Teacher told me -- I told Mommy -- I told Teacher and Mommy." Everyday we play Ring Around the Rosy and so we are involved as Parent-Teacher-Child.

PARENTING.....WHY ?

The lines above describe parent-teacher-child involvement as it often happens in the school-home environment. Parents, teachers and children interact and influence each other and the educational process. Educators have begun to focus on these interactions and to utilize them to strengthen the relationship between the school and home in order to provide optimal educational programming.

Parental involvement in the education and socialization of children has been acknowleged as an important factor during the past several decades. Parents have participated in the educational process with varying degrees of involvement. Clements and Alexander in "Parent Training: Bringing It All Back Home", noted that involvement runs the gamut from total disassociation in educational programming to extensive and required

parental participation. Within the last quarter of a century, parents have been moving physically and intellectually into the mainstream of the educational process. There has been a vast amount of written material produced both by the educational and popular press which portrays the PARENTS as effective change agents in the school.

A survey of the existing literature produced some interesting information. There are many historical and sociological trends that have placed parents in the position of having to seek, sometimes militantly or legally, a partnership in the decision making process as it relates to the education of their children. Recent legislation such as Public Law 94-142, which protects the rights of handicapped children, parents and/or guardians, has provided assistance to parents in their efforts to obtain quality education for their children.

The legislation regarding parent involvement in the educational process has served as a stimulus for many educators today. With the implementation of P.L. 94-142, educators and parents began to seek avenues to effectively combine the strengths of both home and school environments. An informal survey of school districts and private agencies served by Southwest Illinois Regional Special Education Association (SIRSEA), indicated a strong interest in developing parent involvement programs to strengthen the educational process. Respondents also indicated the need for additional knowledge and skills which would enable them to develop such programs. As a result, a commitment was made by SIRSEA to explore options for developing a plan to meet these needs.

PARENTING.....WHAT IS IT ?

A task force including regional consultants and university special education faculty, who were committed to Parent-Teacher-Child involvement, met to define the scope and direction of the relationships among parents, teachers and children.

The triangle at the beginning of this article visually depicts the interrelationships of Parent-Teacher-Child as they join hands to enrich the home-school environment. This triad symbolizes the philosophical construct which was the primary focus of the task force.

Parenting involves the relationship between parents and their children but there are also many other facets to the study of parenting. The task force examined parenting in the five major content areas as defined by the Parenting Materials Center, Austin, Texas. The broad areas of parenting discussed were: 1) Focus on Parent-Child Interactions which explores the relationship that exists between parents and children from the time of pregnancy to their socialization into the family; 2) Focus on Child Development which includes child development, behavior, health and other traditional topics; 3) Focus on Education which covers a range of educational concern such as early childhood activities, academic content, discipline and other large scale programs; 4) Focus on Individual Differences which deals with the exceptionalities, as well as cultural and ethnic minorities; and 5) Focus on School and Community which describes the relationship between parents and the institutions/organizations designed to serve them.

Only after much consideration of this multifaceted issue, as it relates to the educational process, could options for training persons to develop Parent-Teacher-Child involvement programs be delineated. Thus, the task force began to explore ---- "Where are we Going?"

PARENTING.....WHERE ARE WE GOING?

The assumptions that parents are effective change agents in the educational process, that social and academic constructs are shared and that responsibilities for parents and teachers are interactive, provided direction for establishing the following goals; 1) review existing parenting programs, 2) determine priorities for program development, 3) design a process which will enable local districts to develop an individual parenting plan, 4) organize a framework for service delivery, and 5) provide an evaluation component for parenting programs.

Following a review of existing parenting programs, the task force determined that the parent involvement plan would:

1) Focus on interaction among parents, teachers and children;
2) Provide for a flexible, creative approach based on the needs and resources of the individual school districts;
3) Develop a process for designing a parent involvement plan which would focus on the specific needs of families; and
4) Design a parent involvement program based on a prescriptive approach.

The four primary components included in the prescritptive approach were: ASSESSMENT, PLANNING, INTERVENTION and EVALUATION. Each component included the parent, teacher and child (when age appropriate) as members of the decision making ream. The team members would determine needs and resources during the assessment phase, plan goals and objectives based on assessment data, implement interventions which utilized the goals and objectives and continually evaluate to determine progress and implement necessary changes.

A service delivery system that would implement an efficient and effective method of reaching the largest target population within the region was of primary importance. The "Trainer of Trainers" model was adopted as a tool for training a small group of educators within the region. Each joint agreement was invited to select three representatives who were trained to implement parent programs and to serve as future resource-trainers.

The initial phase of the project consisted of a four-day intensive workshop. Guest presentors, with expertise in the field of parent involvement, provided participants with an overview of existing models and materials. These resources enabled participants to develop a parent involvement plan appropriate to their district.

The workshop information was presented in ten modules which represented such current parenting models and programs as the Behavioral Model, Psychological-Insight Model, Experiential Model, Family Involvement Model, Parent Training Programs, Informational Model and Prescriptive Parent Programming.

Mini labs were conducted the following presentations. Participants were invited to discuss and record in summary form, the presentation in

terms of the Four Step Prescriptive Approach to Parent Programming (assessment, planning, implementation and evaluation). Each participant developed a ten-module notebook containing information and additional resources. This notebook was used as a resource in developing his individualized parenting plan.

As a final product of the workshop, participants developed an individual parenting plan which was to be implemented in a local setting at the beginning of the 1977-78 school year. The plan focused on the four basic components of the Prescriptive Approach with consideration of GOALS, RESOURCES, BLOCKS/BARRIERS AND ACTION STRATEGIES as guidelines for finalizing the plan. Follow-up activities were designed to provide support to the resource persons as they refined and implemented their local plans.

Each participant was invited to disseminate materials, information, and products which they developed and would be willing to share with their fellow educators in the region.

Evaluation was an important component. The evaluation process is ongoing. The four-day workshop evaluation data indicated an increase in confidence and positive attitudes concerning involving parents in the educational process. The individual programs developed at the workshop are now being implemented. The success and effectiveness of the training model will be evidenced as Parents-Teachers-Children join hands to enrich the school-home environment.

PARENTING ..... LOOKING TO THE FUTURE!

P.L. 94-142 has provided an avenue for unique and varied parent-teacher-child involvement in the educational process. The project described in this article was designed to enhance the skills of educators

who wish to strengthen parent-teacher-child involvement. Each member of the triad will need continued support, encouragement and training as he explores this new frontier. The challenge at hand is great. The demand for continued cooperative efforts from parents, teachers and children as together they assess, plan, implement and evaluate individual educational programs is of primary importance. Let us join hands to effectively meet this new challenge in the education of our children.

THE NEW EDUCATION LAW: WHAT DOES IT MEAN?

P.L. 94-142

The new Education for All Handicapped Children Act is based on the right of all American youngsters, with no exceptions, to an education. The law's detailed blueprint was written to correct old and widespread injustices. Its primary goal is to give every child, including the most severely handicapped, the learning opportunities he needs to become as self-sufficient and productive as possible.

According to current estimates, approximately half the nation's 8 million handicapped children are now denied the kind of education they should have in order to reach their potential. As many as 1 million children are totally excluded from school. This new legislation goes further than any other law in our history to try to reach these children and change the direction of their lives. In the exact words of the law, its aim is:

"to assure that all handicapped children have available to them . . . a free and appropriate education which emphasizes special education and related services designed to meet their unique needs."

The federal government will help to pay for added costs

Under the law, states will be eligible to participate in an ongoing program of federal aid to pay part of the additional cost of educating handicapped children. In order to qualify for federal assistance, each state is required to submit a plan to the federal government showing how it will carry out its commitment to the goal of free and appropriate education for all handicapped children. The ages to be served are 3 to 18 by September 1978 and 3 to 21 by September 1980.

The law makes it possible for local school systems, too, to receive a share of federal funds, as long as the requirements specified by law are met. Local school districts must prepare detailed plans for state approval, showing how they will fulfill the purposes of the law.

What are the key provisions of the law?

It is of great importance to all working with handicapped children to know what the law says. Here are some of its key provisions:

--Highest priority must be given, first, to handicapped children who are not now receiving an education, and second, to the most severely handicapped children whose education is inadequate.

--Strong safeguards of the due process rights of parents and children must be guaranteed by states and localities. These safeguards protect parents' rights in all procedures related to the identification, evaluation and placement of their children. They also provide for the opportunity to protest educational decisions made by school officials.

--The law gives strong impetus to educating children in the "least restrictive environment". It requires that children be placed in special or separate classes only when it is impossible to work out a satisfactory placement in a regular class, with supplementary aids and services. This will be one of the basic considerations in designing appropriate programs for each child.

--All methods used for testing and evaluating must be racially and culturally nondiscriminatory, and must be in the primary language or "mode of communication" of the child. No one test or procedure may be the sole means of making a decision about an educational program.

--Individualized education plans are to be prepared for each child, with parents participating on the team that draws up the plan. (the child, too, is to be included when appropriate.) These prescriptions must include short and long term educational goals and specific services to be provided. This provision is to go into effect in October 1977 and says that all individual plans must be reviewed at least annually and revised according to the child's changing needs.

--When children are placed in private schools by state or local education systems in order to receive an appropriate education, this must be done at no cost to parents; private school programs must emed standards set by law and schools must safeguard the rights of parents and children guaranteed by law.

--The law encourages the development of programs for preschool children by creating a special incentive grant to states for providing services to handicapped children aged 3 to 5. (Grants can be up to $300 for each child served.)

--Each state must set up an advisory board, including handicapped individuals, teachers, and parents of handicapped children. This board is to advise the state on unmet needs, comment publicly on rules and regulations and assist in evaluating programs.

--Funds can be withheld if, after reasonable notice and an opportunity for a hearing, a state is found by the U.S. Commissioner of Education to have failed to comply with the Act

--Payments by the state to local school systems may also be suspended for non-compliance. If the state determines that a locality is unable or unwilling to set up or consolidate programs, or has children who can best be served by regional or statewide programs, the state will use the funds to provide services directly to those children.

PARENT-TEACHER-CHILD INVOLVEMENT: PARENTING MATERIALS

The Parenting Materials Information Center (P.M.I.C.), Southwest Educational Developmental Laboratory, Austin, Texas has developed Parenting in 1977 which is a listing 3,/00 materials dealing with Parenting/Parent Education/Parent Involvement for parents and those who work with parents. The types of materials listed include books, booklets, audiovisuals, multimedia, periodicals, etc. Each entry contains the title of the material, author, copyright date, number of pages, price and ordering information.

The listing is divided into the following subject areas: Pregnancy and Birth; Parenting; Family; Parent-Child Activities; Discipline; Health and Safety; Language and Intellectual Development; Physical and Sensory Development; Sexual Development and Education, Social and Emotional Development; Child Abuse; Parent/School/Community Involvement; Education and Educational Programs; and Exceptional Children.

The following definitions and descriptors were developed by PMIC to provide educators with an organization for parenting materials and resources. The Parent-Teacher-Child Involvement Program adopted these definitions and descriptors as guidelines for exploring and organizing the many facets of parenting.

Parenting involves the relationships between parents and their children, but there are many other aspects associated with this function. The five groups of Major Content Areas represent broad areas of interest. They are:

Focus on Parent-Child Interaction. These Major Areas contain materials dealing with relationships that exist between parents and their children, from the time of pregnancy to their socialization into the family. Also included is Child Abuse, which constitutes a deviation of the normal parent-child relationship.

Focus on the Child's Development. These Major Areas cover the traditional topics of child development, including Health and Safety. The topics here focus on the child, his behavior and development.

Focus on Education. These Major Areas cover a complete range of educational concerns. They include Early Childhood Activities and Academic Contents, but also Discipline and the all-inclusive Large Scale Programs.

Focus on Individual Differences. These Major Areas deal with the broad range of exceptionalities and with cultural/ethnic minorities.

Focus on School and Community. These Major Areas deal with relationships between parents and the institutions and organizations designed to serve them.

PARENTING MATERIALS: Groupings by Major Content Areas

FOCUS: PARENT/CHILD INTERACTION

Family
Pregnancy and Birth
Parenting
Child Abuse

FOCUS: THE CHILD

Physical Sensory Development
Language and Intellectual Development
Social and Emotional Development
Health and Safety
Sexual Development

FOCUS: EDUCATION

Education
Discipline
Early Childhood Activities
Academic Contents and Skills
Large Scale Programs

FOCUS: VARIATIONS AND DIFFERENCES

Exceptional Children
Specific Exceptionalities
Multi-Ethnic/Multi-Cultural Heritage and Contents

FOCUS: SCHOOL/COMMUNITY

Parent/School/Community Involvement
Group Relations and Training
General Resources for Parenting/Family/Education

PARENTING MATERIALS: Classified by Major Areas

FOCUS: PARENT/CHILD INTERACTION

FAMILY

Materials dealing with the family as a social unit, including the different roles and relationships, functions of the family and other characteristics and varieties of family organization.

Family in General
Family Planning
Marriage and Alternatives
Paternal Role
Maternal Role
One-Parent Families
Home Management
Adoption
Twins and Only Children

PREGNANCY AND BIRTH

Materials dealing with the process of bearing and delivering a child. Including biological, physiological, psychological and educational implications of pregnancy and birth to the entire expectant family.

Pregnancy and Birth in General
Abortion
Pregnancy
Prenatal Development
Prenatal Health and Care
Birth Process
Newborn Child

PARENTING

Materials dealing with the behaviors, attitudes and practices associated with rearing children, building their behavior, satisfying their needs, etc. It includes information about the nature of the parenting relationship, the skills required and approaches to strengthening and developing new skills, teaching new concepts and practices.

- Child Care in General
- Parent-Child Relationship
- Communication Skills
- Step-Parenting
- Toilet Training
- Babysitting

CHILD ABUSE

Materials dealing with the actions or lack of actions which results in the abuse or neglect of children by their adult caretakers.

- Child Abuse and Neglect in General
- Detection and Reporting of Child Abuse
- Prevention and Treatment of Child Abuse
- Effects of Abuse and Neglect on the Child
- Legislation About Child Abuse

FOCUS: THE CHILD

PHYSICAL AND SENSORY DEVELOPMENT

Materials dealing with the physical aspects of development and the relationships of the different senses. Includes materials on principles and sequences of movement control, the coordination of muscles and sensory organs and their function.

- Physical and Sensory Development in General
- Motor Skills and Coordination
- Physical Growth
- Hearing
- Sight and Touch
- Smell and Taste

LANGUAGE AND INTELLECTUAL DEVELOPMENT

Materials dealing with the basic processes of thinking, reasoning, and communicating information in the form of images, ideas, concepts, words, categories, etc. Includes acquisition of language and cognitive development.

- Language and Intellectual Development in General
- Intelligence
- Language Acquisition and Communication
- Thinking and Reasoning
- Creativity
- Bilingualism

SOCIAL AND EMOTIONAL DEVELOPMENT

Materials dealing with the development of the child's emotional and feelings arising from coping with family, school, peers, etc. Relationships with people, habits and general adjustment to home and school. Includes specific emotions, general patterns of

personality, self concept and moral development

- Social and Emotional Development in General
- Self Concept and Personality
- Development of Conscience
- Play
- Learning and Motivation
- Independence and Responsibility
- Anger and Aggression
- Fear and Anxiety
- Jealousy and Envy
- Loving and Caring
- Family Influence
- Peer Influence
- School Influence
- Society Influence
- Death
- Disadvantaged Children

HEALTH AND SAFETY

Materials dealing with basic information about health, hygiene and safety. Topics include nutrition, exercise, clothing, immunization and other specifics related to good health care. Preventive safety practices for minimizing risks of accidental injuries.

- Routine Preventive Health Care in General
- Drugs, Alcohol and Other Habits
- Chronic Health Problems
- Common Childhood Ailments
- Serious Childhood Ailments
- Hospitalization
- Nutrition and Foods
- Safety in General
- Home Safety
- First Aid

SEXUAL DEVELOPMENT

Materials dealing with sexual behavior and the changes that take place during development. Sex-related behaviors and attitudes, and biological, psychological and socio-cultural implication of sexual behavior and practices, including education of adults and children about sex and reproduction.

- Sexual Behavior in General
- Sexual Role Identification
- Sex Education
- Sex Education for the Exceptional Child

FOCUS: EDUCATION

EDUCATION

Materials dealing with the philosophy, goals, foundations and methods of education at different levels of age, responding to special needs. Includes materials about strengths and weaknesses of educational institutions, practices and professions.

- Education in General
- Educational Administration
- Preschool Education (and Day Care)
- Elementary School Education
- Adult and Continuing Education
- Special Education
- Bilingual Education
- Migrant Education
- Secondary Education
- Parenting Education

DISCIPLINE

Materials dealing with the teaching and learning, change and maintenance, and enforcement of standards of conduct and value

systems. Role of school, parents and teachers in enforcing standards.

- Discipline in General
- Principles of Behavior Management
- Methods of Discipline
- Punishment
- Encouragement and Reward
- Discipline for the Exceptional Child

EARLY CHILDHOOD ACTIVITIES

Materials dealing with different kinds of activities, both structured and unstructured, that parents, teachers and other adults can use with children in school, home playground, car, etc. It includes activities focused on cognitive, sensorimotor, social, emotional, recreational and cultural contents.

- Early Childhood Activities in General
- Arts and Crafts Activities
- Motor Coordination Activities
- Musical and Rhythmic Activities
- Practical Activities
- Sensory Activities
- Social Activities
- Verbal and Thinking Activities
- Toys and Planthings
- Television
- Games and Recreation

ACADEMIC CONTENTS AND SKILLS

Materials dealing with the acquisition and use of the school-related skills necessary to read, write, manipulate numbers and quantity concepts, including counting, writing numerals, recognition of shapes and measuring.

- Academic Contents in General
- Mathematics Skills and Readiness
- Reading Skills and Readiness
- Remedial Activities
- Science
- Selection of Reading Materials
- Social Studies
- Homework

LARGE SCALE PROGRAMS

Materials dealing with programs in the areas of education, social services and welfare which have some form of central services, guidance and information directed to the local programs under its scope. These programs can be national or regional, with public and/or private funding. The materials include guidelines, regulations, eligibility, technical information and training materials.

- Adult Education Activities and Programs
- Bilingual/Bicultural Educational Programs
- Day Care Programs
- Follow Through Programs
- Home-Based Educational Programs
- Migrant Education Programs
- Preschool Education Programs
- Special Education Programs
- Title I Programs
- Parent Cooperative Preschool Programs

Social Service Programs
Parenting Education Programs/Projects
Elementary Education Programs
Secondary Education Programs

FOCUS: VARIATIONS AND DIFFERENCES

EXCEPTIONAL CHILDREN

Materials dealing with the identification and educational needs of children who differ from the norm in physical, mental, emotional or behavioral characteristics to the extent that they require the services of special education, therapy or other assistance to develop their maximum potential. Causes, treatment, education, etc. of different types of exceptionalities. Problems and attitudes of the families of exceptional children.

Special Education
Parenting of Exceptional Children (In General)
Identification and Assessment of Exceptionalities
Causes and Prevention of Exceptionalities
Family Attitudes and Expectations Toward Exceptional Children
Recreation and Activities for Exceptional Children
Health and Safety of Exceptional Children
Physical and Sensory Development of Exceptional Children
Language and Intellectual Development of Exceptional Children
Sex Education for the Exceptional Child
Social and Emotional Development of Exceptional Children
Discipline for the Exceptional Child

SPECIFIC EXCEPTIONALITIES

Materials dealing with specific groups or types of exceptionalities. It includes materials describing causes, types of handicaps and the special care and educational activities necessary.

Cerebral Palsy and Other Crippling Conditions
Chronic Health Problems
Emotionally and Socially Maladjusted Child
Gifted Children
Learning Disabilities
Mental Retardation
Speech Handicaps
Visual Impairment
Hearing Impairment

MULTI-ETHNIC/MULTI-CULTURAL HERITAGE AND CONTENTS

Materials dealing with the background, history and distinctive traits of ethnic and cultural groups. The social, political and economic significance of minority cultures and materials designed to teach about these groups such as programs and literature designed to promote knowledge and understanding of unique and common traits.

Ethnic/Cultural Awareness
Asian-American Heritage
Black-American Heritage
Cuban-American Heritage
European-American Heritage
Mexican-American Heritage
Native-American Indian Heritage
Puerto Rican Heritage

ARENT/SCHOOL/COMMUNITY INVOLVEMENT

Materials dealing with the different activities in which parents participate. Includes educational programs, schools and other institutions (such as libraries, museums), community projects or services, etc.

- Parent Involvement in General
- Classroom Observation
- Community Affairs
- Community Aides and Volunteers
- Home Visitation
- Home/School Program Activities
- Orientation Meetings
- Parent Advisory Committee (PAC)
- Parent Involvement Programs Administration
- Parent Workshops
- Parent/Teacher Conferences
- Mental Health and Counseling
- Homework
- Babysitting

GROUP RELATIONS AND TRAINING

Materials dealing with effective methods of working with groups and individuals in groups. Specific aspects such as leadership, formation of groups, program scheduling, assigning roles to members, training leaders, and selecting topics. Purpose and importance of sharing resources and problems, and learning to solve common problems through association and discussion.

- Committees
- Group Activities and Methods
- Leadership Training

GENERAL RESOURCES FOR PARENTING/FAMILY/EDUCATION

Materials describing potential resources, institutions, agencies or individuals which can provide information, assistance, services, materials, etc. to parents and to those working with parents.

- Federal Agencies
- Information Centers and Clearinghouses
- Professional Associations
- Special Interest Organizations

Please send me _____ copy(s) of Parenting in 1977: A Listing of Parenting Materials @ $5.00 each.

Enclosed is a check or money order for $_____ made payable to SEDL

Please print or type

SEDL-PMIC
211 East 7th Street
Austin TX 78701

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PARENT-TEACHER-CHILD INVOLVEMENT: RESOURCES

C.E.C. Information Service
Council for Exceptional Children
1920 Association Drive
Reston VA 22091

Clements, T.E. and Alexander, R.N. "Parent Training, Bringing It All Back Home," Focus on Exceptional Children, October 1975, 1-12.

Closer Look — Parenting Materials
Box 1492
Washington DC 20013

Darcee Research Center for Early Education
Box 151
George Peabody College
Nashville TN 37203 — Request: Parenting/Home Visiting Material

J. C. Penney Co., Inc.
1301 Avenue of the Americas
New York NY 10019

National Education Association — Program: Parents and Teachers Together
Washington DC

Office of Child Development, Dept. of Health, Education, and Welfare
Box 1182
Washington DC 20013 — Request: Parent Education Bibliographies: #631, #672, #673, #674, #675, #701, #715

Practical Parenting Publications
Box 18
Columbia MO

Public Affairs Pamphlets — Request: Order list for Parenting
381 Park Avenue South
New York NY 10016

Regional Special Education Instructional Materials Center
City University of New York, Division of Hunter College
New York, N.Y. — A Suggested Reading List for Parents

Superintendent of Documents — Request: Publications for Parent Reading
U.S. Government Printing Office
Washington DC

Teach Your Child to Talk, A Workshop Program for Parents, Revised Edition, Developed by David R. Pushaw, CEBCO Standard Publishing, 9 Kulick Rd., Fairfield NY 07006

U. S. Office of Education — Request: General Education for Parenthood Materials
400 Maryland Avenue SW RM 2089-G
Washington DC 20202

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WORKSHOP DESCRIPTION

PARENTING: Parent - Teacher - Child Involvement

A Parent Task Force met several times to plan a workshop which would provide participants with an overview of Parenting models and materials that would enable them to develop their own Parenting activities.

The workshop will provide participants with parenting concepts and introduce them to the following models:

1) Behavioral
2) Psychological insight
3) Experiential
4) Family Involvement
5) Parent Training model
6) Information model
7) Prescriptive Parenting Programming

The workshop will consist of ten modules. Each participant will have an opportunity to experience each module and participate in a mini-lab which will enable them to discuss and evaluate each module. Directions and guidelines for assessing the modules will be provided.

A Parenting notebook will be developed by each participant. Participants are asked to provide a three ring notebook with ten dividers. By the completion of the workshop, the participants will have a variety of materials for each module.

Module ten will assist each person in developing their own parenting activities.

Listed below are the modules to be presented:

MODULES: PARENT-TEACHER-CHILD INVOLVEMENT PROGRAM

Module	Topic
I	Prescriptive Parenting Program
II	Parenting a School Process
III	Parent Involvements: Dynamics Between Parent and Child
III	S.T.E.P. - Systematic Training for Effective Parenting
IV	F.I.P. - Family Involvement Program
V	Family Involvement Program Expanded
VI	Parent-Teacher-Child Process
VII	P.M.I.C. - Parent Materials Information Center - Austin, Texas
VIII	Home/School: Co-operative Teaching
IX	Child - Family - Community
X	Resources, Materials, Products for the Development of an Individualized Parenting Activity Plan

INDIVIDUALIZED EDUCATION PROGRAMS

What is an Individualized Education Plan (IEP)

The term IEP means a written statement (program) for each handicapped child which includes: (a)statement of present levels of educational performance (b)statement of annual goals, including short term instructional objectives, (c)statement of specific educational services to be provided, (d)statement regarding extent to which child will be able to participate in regular programs, (e)projected date for initiation and anticipated duration of such services, and (f)appropriate objective criteria and evaluation procedures for determining at least on an annual basis, whether instructional objectives are being met.

Who has the responsibility for developing the IEP?

Local and intermediate education agencies must develop, or reverse, whichever is appropriate, an IEP program for every handicapped child at the beginiing of the school year, and review (or if appropriate, revise) its provisions periodically, but at least annually.

Contents of an IEP

(a) A statement of present levels of educational performance.

(b) Annual goals

(c) Short-term instructional objectives

(d) Specific educational services to be provided, including the initiation date and anticipated duration of services

(e) Extent to which the child will participate in regular education programs

(f) Appropriate objective criteria, evaluation procedures, and schedules for determining at least annually whether short-term instructional objectives have been achieved.

(g) The type of physical education program in which the child will participate *i.e., if a special or adaptive P.E. program is needed).

How is the IEP developed?

The IEP is developed in a planning conference, which the local education agency is responsible for initiating. For a handicapped child who is currently receiving special education, a planning conference must be held early enough so that the IEP is developed by the beginning of the next school year. For a handicapped child who is not currently receiving special education, an individualized planning conference must be held within thirty days of a formal determination that the child is handicapped.

Who participates in the planning conference?

Local education agencies shall insure that an individualized planning conference at the minimum includes the following participants:

--a representative of the child's local education agency other than the child's teacher(s) and qualified to provide or supervise the provision of special education

--the child's teacher(s), special, regular, or both, who will implement the child's IEP

--one or both of the child's parents; and

--the child, if deemed appropriate.

What is the local education agency's responsibility for parent participation in the IEP process?

Each local education agency must take steps to insure that one or both parents are present at the planning meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place. If neither parent can attend, the local education agency must use other methods to insure parent participation, including individual or conference telephone calls. Furthermore, the local education agency shall take whatever action is necessary to insure that the parent understands the proceedings, including making arrangements for interpreters for parents who are deaf or whose native language is other than English.

Can a Planning Conference be held without a parent in attendance?

Planning conferneces may be held without parents if:

--a parent furnishes a written waiver of both parents' right to participate, or

--the local education agency is unable to convince the parents that they should attend. In this case, the local education agency must have a record of its attempts to arrange mutually agreed upon time and place such as:

(a) detailed records of telephone calls made or attempted and the results of those calls

(b) copies of correspondence sent to the parents and any responses received and,

(c) detailed records of visits made to the parents' home or place of employment and the results of those visits.

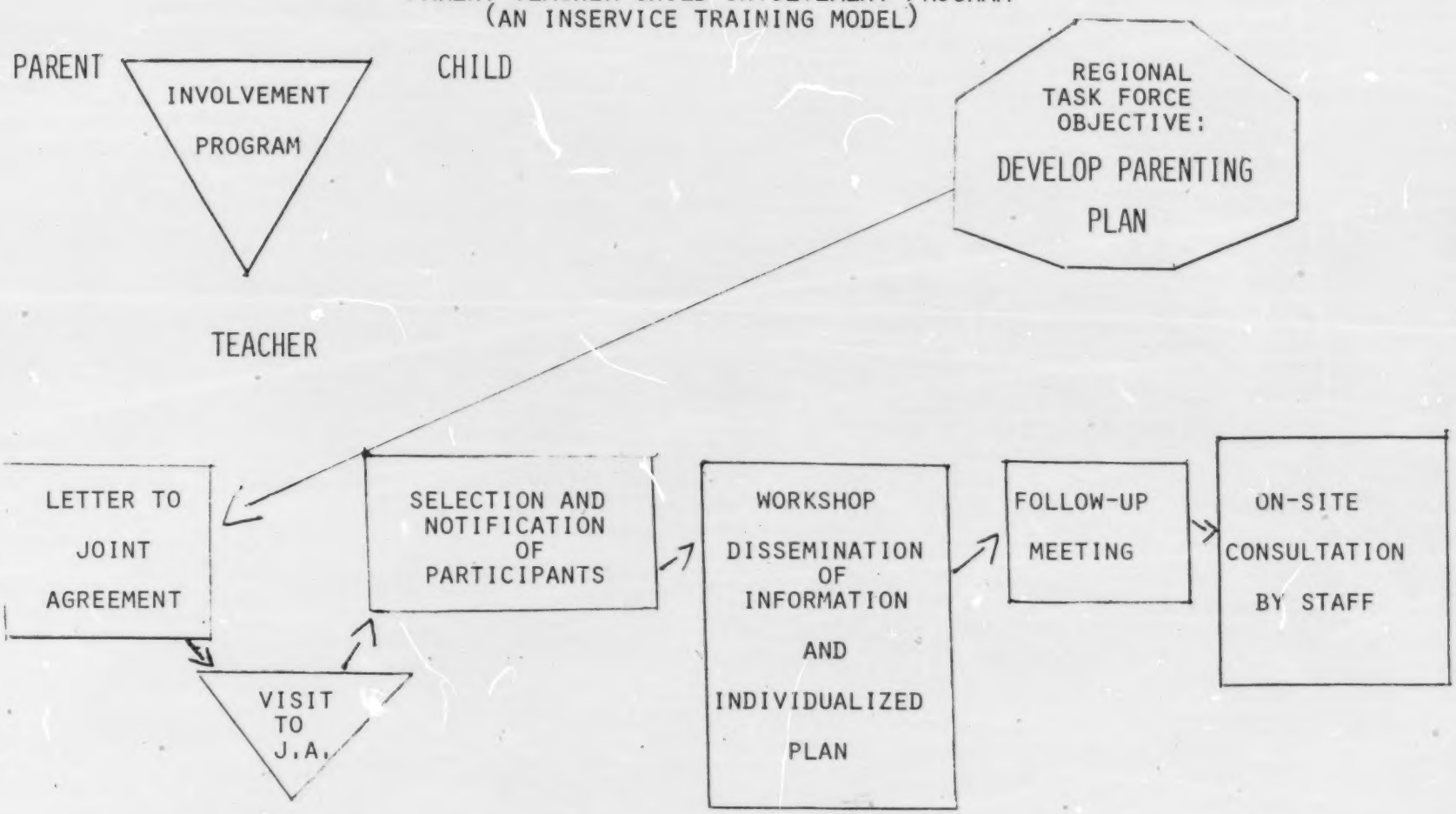
PARENT-TEACHER-CHILD INVOLVEMENT: THE I.E.P. PROCESS

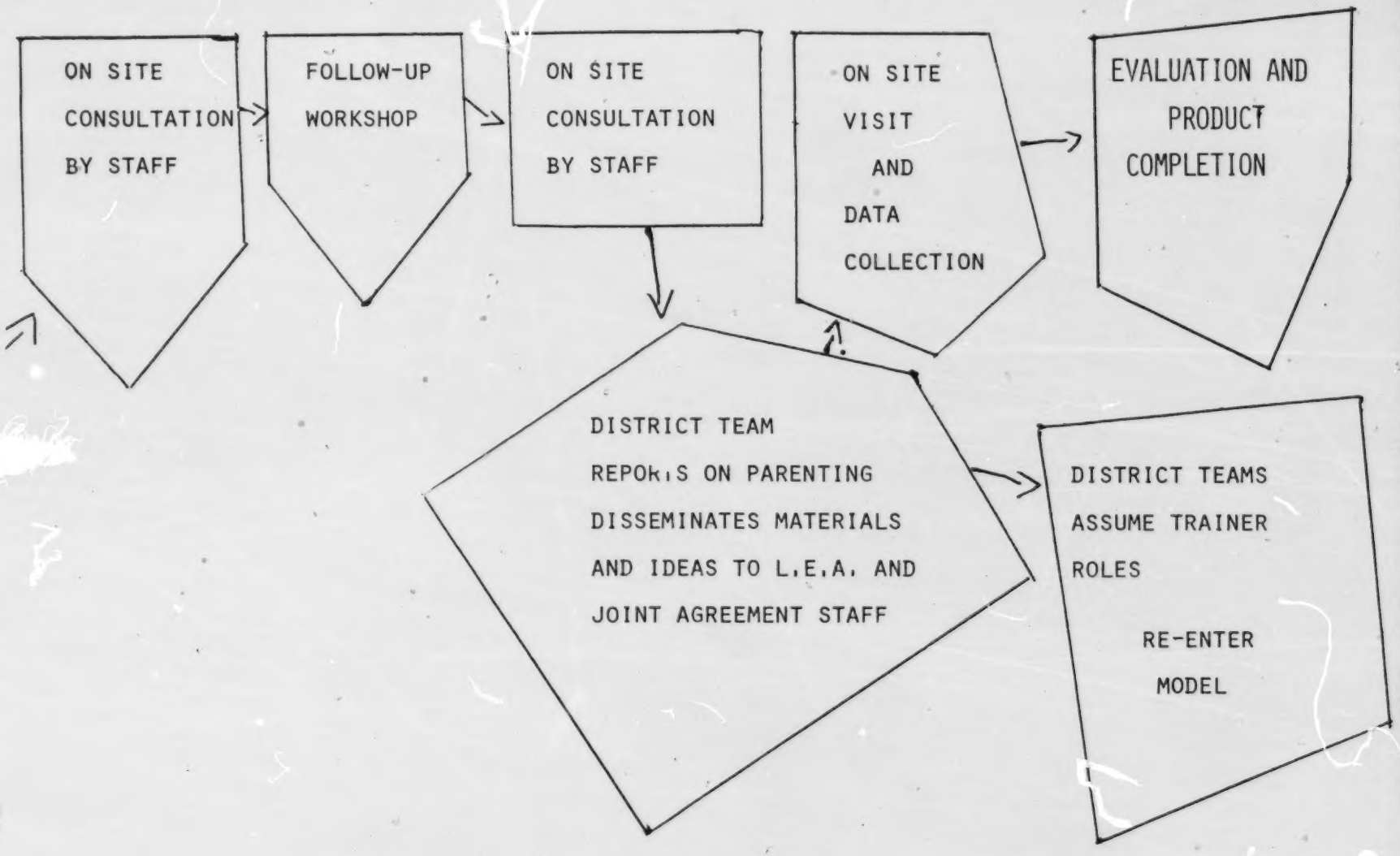
Parents and children (when appropriate) need training in the I.E.P. process if they are to become active participants in the planning of educational programs. Attached is a sample overview of the requirements and contents of the I.E.P. which may be used with parents when informing them of the process.

Listed below are a variety of approaches which may be used to provide this needed training:

1. Presentations at Special Education Parent Meetings
2. Presentations at PTA meetings
3. Informational Workshops
4. Individual conferences
5. Home Visits
6. Filmstrips or slide presentations
7. Brochures, handouts, newsletters
8. Role-playing

PARENT-TEACHER-CHILD INVOLVEMENT PROGRAM
(AN INSERVICE TRAINING MODEL)




ON SITE CONSULTATION BY STAFF
FOLLOW-UP WORKSHOP
ON SITE CONSULTATION BY STAFF
ON SITE VISIT AND DATA COLLECTION
EVALUATION AND PRODUCT COMPLETION
DISTRICT TEAM REPORTS ON PARENTING DISSEMINATES MATERIALS AND IDEAS TO L.E.A. AND JOINT AGREEMENT STAFF
DISTRICT TEAMS ASSUME TRAINER ROLES
RE-ENTER MODEL